Innisfail State College

ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Innisfail State College comprises a year 7 to 12 high school and a P-12 diverse learning centre. We are co-located together with a daycare centre and TAFE campus on 26 magnificent hectares of land in the stunning wet tropics town of Innisfail. The college provides opportunities for all learners to grow and develop….
Throughout this report, information which is specific to the 7-12 campus will be presented in blue, while information specific to the diverse learning centre will be presented in green.

Introduction

School Progress towards its goals in 2017

School Improvement Priorities for 7-12 in 2017	2017	2018
Explicit improvement agenda: focus areas are READING and WRITING and GROWTH MINDSET ◊ Revisit minimum standards: PEEL writing, complete sentence responses, 3-level-guides ◊ Focus team to craft and implement writing strategy for college ◊ Focus team to craft and implement reading strategy for college ◊ Focus team to implement growth mindset strategy for college	Writing and Growth Mindset progressed. Reading set aside.	Writing and Growth Mindset continued focus.
Analysis and discussion of data ◊ Student achievement ladders are updated by teachers and students each term ◊ Teachers discuss student achievement with students and HoDs each term ◊ HoDs interrogate faculty data with DP/P each term ◊ Leadership team is abreast of school data including NAPLAN and exit data		
Culture that promotes learning ◊ 2016-established team implements Growth Mindset program as planned ◊ BSM and Principal to spearhead staff well-being program ◊ Year Co-ordinators to take over running of PBL ◊ JS Team to continue to further explore and implement ISC Connect ◊ Student attendance is improved		
Targeted use of resources ◊ I4S funds expended according to approved plan ◊ Budget process transparent and rigorously checked at regular intervals		

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Expert teaching team ◊ ET mentoring and coaching available to all staff (in-house teacher experts) ◊ Continue with ISC recruitment practices ◊ Expand Team Time to years 7, 8 and 9 ◊ Continue to operate on-demand PD agenda in addition to minimum Prof Lng Plan		
Systematic curriculum delivery ◊ All faculties implementing Australian Curriculum Version 8 or Queensland Curriculum for areas that have not yet been replace by the Australian Curriculum ◊ Curriculum is visible ◊ Deputy Principal Senior School and Principal spearhead SATE group		
Differentiated classroom learning ◊ Goal setting is a routine element of learning for all students ◊ Students in all years experience at-level learning for core subjects ◊ Students with special needs		
Effective teaching practices ◊ Beginning teachers are supported to become expert teachers ◊ All staff are assisted to access support to refine and improve their work practices ◊ All college plans and initiative are research-evidenced		
School-community partnerships ◊ ISC plays a key role in the Canecutter Cluster ◊ ISC works to establish Elders group for school support ◊ Parents and Carers and key partners in all avenues of work at ISC		

Future Outlook

Priorities for 7-12 in 2018

	Individual Success	Community Pride
Teaching and Learning	**High Yield Teaching Strategies**	
	• Every teacher can access quality in-house ET coaching • Every teacher participates in PD around inquiry learning • Every teacher receives coaching and feedback from a HOD • Every student receives feedback on every formative and summative assessment task, including drafts	Every teacher in every class expertly uses Explicit Teaching strategies. Students use inquiry learning, complemented by a range of 21st century skills to gain deeper understanding. Every student is explicitly taught cognitive processes, especially higher order cognitive processes. Teachers provide timely, purposeful feedback specific to each set task, to guide student learning.
	Writing	
	• Every year 7,8,9,10, 11 and 12 English class explicitly teaches and assesses spelling and linguistic morphology weekly • Every class teacher 7-12 assigns vocabulary and spelling tasks weekly • Every class teacher 7-12 collects, corrects, returns weekly "Quick Write" (PEEL) paragraphs and other texts	Every student capably writes PEEL paragraphs and other text types regularly in every class. Every student learns to correctly spell and use common and specialist vocabulary relevant to each subject.
Positive School Culture	**Attendance & Engagement**	
	• Every absence is notified to parents daily • Cumulative attendance rates are notified every five weeks • Every major OneSchool behaviour report, and every minor after the second in each term is made known to parents	Every student is supported to achieve 95% attendance. Student behaviour meets consistent, high, agreed expectations of staff and community.
	Growth Mindset	
	• Every student in 7, 8, 9, 11, 12 has a GM lesson weekly • Staff model their own GM for community and students	Students are resilient, determined, life-long learners. Staff and community truly believe every student can learn.
Curriculum	**Aligned Curriculum and Assessment**	
	• All 7-12 subjects have unit plans aligning content knowledge development, assessment modes and cognitive skills • Curriculum range is flexible to meet student interest and need	A clearly aligned curriculum plan supports 7 to 12 progress. A broad curriculum range meets community needs.
	New QCE System	
	• Monitoring and coaching is provided to students to gain 100% QCE attainment	Every student is eligible and supported to achieve a QCE.

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Our School at a Glance

School Profile

Coeducational or single sex: Co-educational

Independent Public School: Yes

Year levels offered in 2017: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	852	410	442	272	90%
2016	865	417	448	281	89%
2017	852	414	438	283	89%

Student counts are based on the Census (August) enrolment collection.

Coeducational or single sex: Co-educational

Independent Public School: Yes

Year levels offered in 2017: Early childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015					
2016					
2017					

Student counts are based on the Census (August) enrolment collection.

Characteristics of the Student Body

Overview

Our students represent families who, together, give our college an ICSEA value of 881. Of these, 56% fall in the bottom quartile and only 3% in the top quartile. One-third of our enrolment brings the added richness of indigeneity to our college. This proportion is growing, as is the enrolment of students with an Indian heritage. 9% of our students have a verified disability, and this proportion is increasing. Our students are boisterous, happy, rural students with a passion for the outdoors..

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	**2015**	**2016**	**2017**
Year 7 – Year 10	22	22	22
Year 11 – Year 12	19	20	19

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Curriculum Delivery

Our Approach to Curriculum Delivery
In the junior secondary years, our college delivers at-level learning, with students grouped three ways for optimal academic and social development:

1. Ability groups for Maths, English, Science and Social Science (including accelerated classes)
2. Interest groups for Arts and Technology (students choose what they love from these KLAs)
3. Same-age groups for HPE (students are all from the same year group, expanding social contacts)

In senior years, students select their pathways from the myriad options available at ISC, including VET, VocEd, TAFE, SATs and OP pathways.

English	•The general capabilities were been mapped out and aligned with curriculum unit delivery. •Formative assessments formally and purposefully built into the teaching and learning sequence thus allowing students to build on necessary generic skills and salient language features before completion of summative assessments. •Formalised and quality assured templates created along with internal moderation guides to quality assure all standards of practice. •Further unpacking of the literacy strand provided additional opportunity for the development of students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school. Additional analysis and explanation of text structure opportunities have been provided. (ACELY1721) •Discussion about aspects of texts and appropriate metalanguage use have also been embedded in curriculum delivery. (ACELYT1803) Staff becoming more cognisant of the receptive and productive modes. The creative and critical thinking capabilities have been demarcated further and linked with 21st century skills and the pedagogical and conceptual framework of the new English and Literature syllabuses.
The Arts	Practical and immersive Visual and Performing Arts programs that focus on developing knowledge, skills and techniques through authentic learning situations. Targeted appreciation and analysis activities to develop understanding and history of art forms and an appreciation for the use of skills and techniques in context.
Science	•Clarified to staff how C2C can be adapted while still maintaining the integrity of the Australian Curriculum and reviewed the existing science units. •Led staff across each year level in separate groups to oversee consistency of practices through unpacking assessment tasks, backwards mapping assessment to identify and map the general capabilities, literacy requirements and reviewed the marking guides. •Pre and post moderated internally with staff to guarantee a cohesive standard was maintained by introducing and the Australian Curriculum satisfactory and above satisfactory standards. •To address the 21st century skills and cross-curriculum priorities, Aboriginal and Torres Strait Islander histories and cultures a program developed by the CSIRO which encompassed a pedagogical model for engaging indigenous students by linking indigenous inquiry with western science was introduced to all year 7, 8, and 9, science students.
Mathematics	Strand based teaching (spiral curriculum) to year 7, 8 and semester 1, year 9. This allows for life-long learners, requiring students to recall a larger range of topics at any one time. Accelerated classes focused at U2B students allowing them to be challenged by studying a year above their chronological age. This program extends into senior allowing the students to complete year 12 Mathematics B by the end of year 11. YuMi deadly mathematics has been introduced in semester 2, this allowed a focused curriculum approach for our below minimum standard students. These student benefited by a steamed curriculum approach, that focuses on filling knowledge and skill gabs. YuMi classes were developed in year 7, 8 and 9 for those who required additional support to be brought up to level. This focus uses practical, hands-on tasks that link directly to the students' reality. This program is to build confidence in mathematics and engagement. Explicit teaching remains the main teaching method to deliver our curriculum across all classes.
Health & Physical Education	ACARA curriculum in years 7-9 • Mapped to achievement standards and elaborations • Assessment techniques and conditions written to engage students in assessment (e.g. mental health first aid kit, McDonalds nutritional analysis) • Matched to all strands within ACARA and using QCAA standards matrices • EDI – staff coached and implemented (verified by HOD observation) • Backward mapping to assessment and moderation processes further developed Senior Pathway preparation year 10 • HPE split into 2 assessment pieces per term – one PED based and one Rec based • Learning and assessment reflective of the requirements in senior PE and Rec studies. • Elective subject • Backward mapping to assessment and moderation processes further developed Senior • PED and HED continue on approved study plan with feedback from monitoring and verification acted upon • Cert III Fitness and Cert II Sport and Rec delivered (and adapted where necessary) to align with current industry needs.

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	• Rec Studies – study plan amended and re-submitted. Focus on reducing assessment pieces and increase student engagement.
Humanities & Business	•Collaborative planning meeting commenced in Years 7-8 and have evolved to incorporate Years 9-10. Effectively streamlining the delivery of curriculum content and the associated pedagogy. •Curriculum planning throughout Humanities has established standardised expectations of Unit Outlines. •Formal moderation opportunities were provided for staff to ensure consistent assessment and reporting procedures and accountability. •Productive Pedagogies professional development consolidated the potential for maintaining quality teaching and learning practices.
Hospitality & Industrial Technology	The Hospitality and Industrial Technology Department programs combine practical and theoretical approaches to develop solutions to authentic skills and situations. Students analyse and design solutions using a range of materials to produce products. The Department works within the Technologies curriculum within Australian Curriculum.

Co-curricular Activities

English	Interview with the Governor General Lions Youth of the Year Bell Shakespeare Internship Presenting at ETAQ State Conference Initiating Reading Club ISC Visiting author and illustrators	Readers' Cup Literary competition entries Introduction of Book Week ISC Debating We Will Remember forum
The Arts	School musical - Fame Arts Honours Program, after school arts workshops to develop advanced techniques and skills for G&T students Instrumental Music Program, involving around 80 students in lessons each week and Concert Band, String Orchestra and Jazz Orchestra, as well as numerous workshops with visiting professional artists Theatre Sports Group Dance Crew and performance troupe, after-school rehearsals Arts Fusion – an end of year culmination event for all visual and performing arts subjects Receive and Respond Exhibition	
Science	Promote STEM by: •Forming a STEM partnership with CSRIO, JCU, QBI, GRUMPA and BLA which lead to students working with scientist and or hearing of their work and journey. Opportunities provided for all science classes. •2 science guest speakers provided through BLA. •2 scientists from JCU as a STEM partnership with CSRIO provided student workshops and staff PD •Questacon for all junior students and cluster staff PD. (5 schools) •QBI partnership included workshop for year 10s and staff PD. 10 students in round 2 finals at UQ QBI.	
Mathematics	Development of partnership with Smithfield State High School, Trinity Beach State School and James Cook University. This partnership will allow our students' access to the Tropical North Learning Academy, James Cook University Global Tropic Future Project FNQ. This project will begin in 2018 for selected students from year 7, 8 and 9 Involvement in the Queensland Mathematics Teachers Association meetings and professional development programs. This includes year 7/8 maths quiz both at a local level and district level. Year 7 and 9 challenge days (held in Cairns)	
	Co-curricular • Use of HPE ISC staff to deliver HPE at local primary schools (mundoo and Flying Fish Point) • Cert II Sport and Rec students officiate primary athletics carnivals • Small schools sports (Netball and Soccer) day run by ISC HPE staff and Sport and Rec students • Circus skills curriculum in 8 HPE supported by circus challenge professionals • AFL development officer aided in delivery of junior and Cert II Sport and Rec AFL units • Tinaroo environmental ed partnership for year 11 & 12 PED canoeing (and upskilling of staff) • HOTSHOT HPE program delivered to year 6 primary students (3 times in the year) • Guest speakers for HED throughout the year (e.g. Organ donation, ATODs) Extra-curricular • Cert III Fitness to F45 training venue in Cairns • Swimming, cross country and athletics carnivals • Wide range of secondary school and elective sporting excursions • Sports Awards evening	
Humanities & Business	Flying Fish Point Managing Beach Areas Excursion Innisfail Connecting People and Places Excursion	Geography Academic Competition Visiting Mentors

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Hospitality & Industrial Technology	- Peppertree Licensed Restaurant operates terms 2 and 3 - Need for a Feed – free after-school healthy cooking classes in partnership with Diabetes Fndn - Feast of the Senses – our district festival with we have considerable involvement - Innisfail Show in both domestic and woodwork areas - ASDAN Peppertree class for students at risk of disengaging - McCormick Flavour Forecast Design Challenge – teacher involvement - DATTA Awards – Senior Construction - Musical - Intensive skill workshop with community business – fish filleting

How Information and Communication Technologies are used to Assist Learning

English	•Design, modify and manage complex digital solutions or multimodal creative outputs or data transformations for a range of audiences and purposes. •Independently select and operate a range of devices. (ICT gc) •Explore and research persuasive texts, media texts online, electronic and digital formats. •Use ICT discerningly to investigate perpectives.
The Arts	Visual and Performing Arts uses ICTs in the classroom to assist with the immersive practical learning experiences within the areas of study. In music this includes using software to create electronic music compositions, recording software to capture musical compositions and researching sound sources, historical and current sources of music. In Drama and Dance, video recorders are an effective tool for reflection on performance tasks, as well as developing new choreographic ideas and recording performances, both formed and performed. In Visual Art, photography can be used to provide stimulus material for student work and also serve as a tool for creating student work. Online research is an effective tool to develop student appreciation of visual art forms and build a range of stimulus material for a body of work.
Science	•Students use ICT to searches to find a range of secondary sources. •They generate, organise and/or analyse data using excel. •They communicating using ICT, including power point presentations. •Staff select and students use software with probes for scientific research.
Mathematics	Research, design, plan and completion of assessment tasks. Including computers, laptops, printers, scanners and in some cases cameras. Graphical and scientific calculator use in and out of class (possible emulator for those with computers)
	•Multimodal presentations embedded in assessment (use of visual and audio presentations) years 10-12 •Word processing for learning and assessment years 7-12 •Use of internet for research in learning and assessment years 7-12 •Teacher use of technology within day-to-day lessons to improve engagement. •Technology to improve performance (gym). New technology purchased and used in learning •Use of practical video footage to analyse performance and provide feedback to students.
Humanities & Business	•Embed the Australian Curriculum and Education Queensland Year 7 to 10 ICT expectations into all curriculum planning. •Information and Communication Technologies are used for whole of class activities, group activities and individual access through specialised computer classrooms, Library computers and mobile laptop trolleys. •Students access a variety of ICTs comprising graphics calculators, programmable robots, printers, digital cameras including video creation and editing. •The school is exploring the integration of drone technology into the curriculum.
Hospitality & Industrial Technology	- Students use design programs – Auto Desk Inventor, Revit and Auto CAD - IPads are used in training and provide students with real life experience with POS systems - Online delivery for Certificate II in Hospitality and Tourism - Photography is used in both learning areas as an effective tool for reflection in assessment.

Social Climate

Overview

The 7-12 campus has a strong focus on expectations with our four pillars well known and understood by staff and students alike.

Parents are supportive of our processes. We are a Positive Behaviour for Learning (PBL) school. Our guidance officer, school nurse, school chaplain and two community education counsellors provide extra support for students as and when required. Every family in junior secondary has a mentor, who supports the family and the student from enrolment in mid-year 6 to exit at the end of year 9. Our school has good “school spirit” with students and staff enjoying a strong sense of “team”.

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	91%	91%	96%
this is a good school (S2035)	88%	85%	89%
their child likes being at this school* (S2001)	97%	97%	96%
their child feels safe at this school* (S2002)	87%	100%	89%
their child's learning needs are being met at this school* (S2003)	91%	89%	89%
their child is making good progress at this school* (S2004)	88%	89%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	91%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	89%	87%
teachers at this school motivate their child to learn* (S2007)	91%	91%	87%
teachers at this school treat students fairly* (S2008)	90%	88%	85%
they can talk to their child's teachers about their concerns* (S2009)	90%	86%	91%
this school works with them to support their child's learning* (S2010)	90%	86%	85%
this school takes parents' opinions seriously* (S2011)	93%	85%	85%
student behaviour is well managed at this school* (S2012)	84%	71%	67%
this school looks for ways to improve* (S2013)	94%	88%	87%
this school is well maintained* (S2014)	97%	100%	89%

Student opinion survey

Performance measure			
Percentage of students who agree[#] that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	94%	95%	90%
they like being at their school* (S2036)	93%	87%	84%
they feel safe at their school* (S2037)	90%	95%	84%
their teachers motivate them to learn* (S2038)	93%	91%	86%
their teachers expect them to do their best* (S2039)	96%	97%	91%
their teachers provide them with useful feedback about their school work* (S2040)	91%	93%	90%
teachers treat students fairly at their school* (S2041)	84%	81%	78%
they can talk to their teachers about their concerns* (S2042)	78%	85%	70%
their school takes students' opinions seriously* (S2043)	84%	82%	73%
student behaviour is well managed at their school* (S2044)	70%	78%	67%
their school looks for ways to improve* (S2045)	94%	92%	88%
their school is well maintained* (S2046)	90%	95%	86%
their school gives them opportunities to do interesting things* (S2047)	93%	95%	88%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	98%	90%	92%
they feel that their school is a safe place in which to work (S2070)	98%	86%	91%
they receive useful feedback about their work at their school (S2071)	91%	81%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	92%	89%
students are encouraged to do their best at their school (S2072)	99%	90%	91%
students are treated fairly at their school (S2073)	99%	82%	87%
student behaviour is well managed at their school (S2074)	81%	54%	63%
staff are well supported at their school (S2075)	80%	69%	82%
their school takes staff opinions seriously (S2076)	90%	75%	79%
their school looks for ways to improve (S2077)	97%	86%	89%
their school is well maintained (S2078)	99%	91%	93%
their school gives them opportunities to do interesting things (S2079)	97%	88%	88%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

The 7-12 campus works hard to increase parent engagement. Our P&C association is relentlessly positive and supportive of our school. Parents and community are very welcome at ISC. Our students and staff also go out into the community to contribute positively to community-school relationships. In the junior secondary years, parents and students meet regularly with mentors to review progress and set goals for future focus. In the senior years, the year coordinators and head of senior schooling maintain contact with families of students at risk in their studies. An area of future focus is to expand this to include all senior students.

The 7-12 campus has various ways of including students with disabilities. These include the provision of at-level, just-in-time learning for specific areas of development, and inclusive groupings supported by a Response to Intervention (RTI) model of targeted in-class assistance in other areas of development. Our Head of Inclusive Practices works with special education program teachers and aides to identify which model is applied to particular situations and students.

Respectful relationships programs

Respectful Relationships programs are embedded into the curriculum for all year levels in a variety of ways. Within junior schooling, educational programs are taught through the HPE curriculum teaching students about circle of influence, and the values of relationships focusing on bullying and peer pressure.

The SBYHN also offers support by providing sexual health programs which are also revisited in both years 11 and 12.

In 2017 the Love Bites program was delivered by trained facilitators from the school (SBYHN and Chaplain) and community members (Police, MAMU Elders) to years 11 and 12 students with parental consent. This program focuses on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Targeted programs also run by staff including chaplain, SBYHN, CECs and Heads of Year for students (with parental consent). These include focusing on anger management (ART program), self-confidence (SHINE program), communication building (ASDAN program) and building friendships (A to B program).

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	232	212	258
Long Suspensions – 11 to 20 days	18	14	15
Exclusions	4	3	6
Cancellations of Enrolment	1	10	6

Environmental Footprint

Reducing the school's environmental footprint

Water and Electricity: - we undertook upgrades to air conditioners and regular cleaning maintenance has reduced electricity usage of the 12 months. Reduced hosing of concrete areas and reduced amount of water pressure cleaning due to prolonged dry season reduced water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	1,046,446	
2015-2016	434,594	
2016-2017		

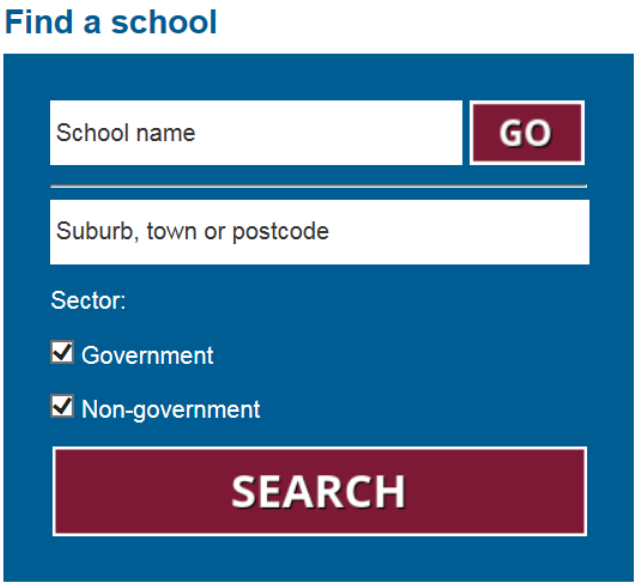
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**



Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	83	56	<5
Full-time Equivalents	80	43	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	5
Graduate Diploma etc.**	14
Bachelor degree	64
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $84 319.

The major professional development initiatives are as follows: mentoring of our considerable proportion of staff in the early years of their career, explicit teaching (our signature high-yield teaching and learning process).

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2017.

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Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	82%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

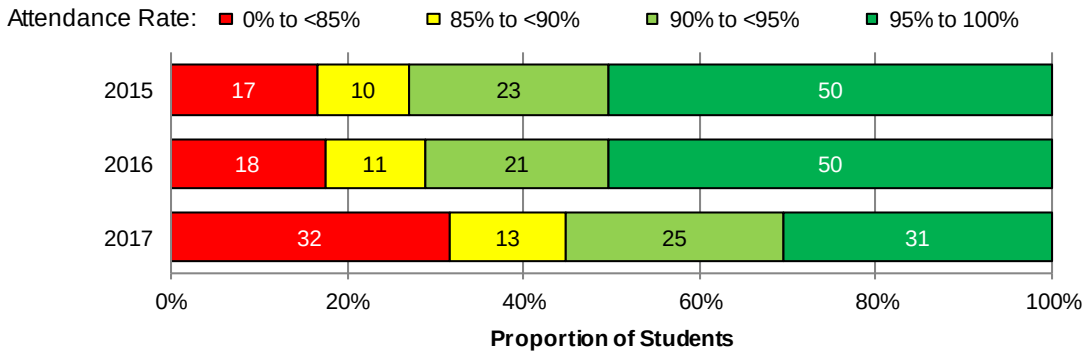
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2015							92%	94%	94%	92%	90%	92%	91%
2016	DW		82%	97%			88%	94%	93%	91%	90%	92%	91%
2017	90%	DW	DW	89%	85%		89%	91%	88%	87%	83%	85%	85%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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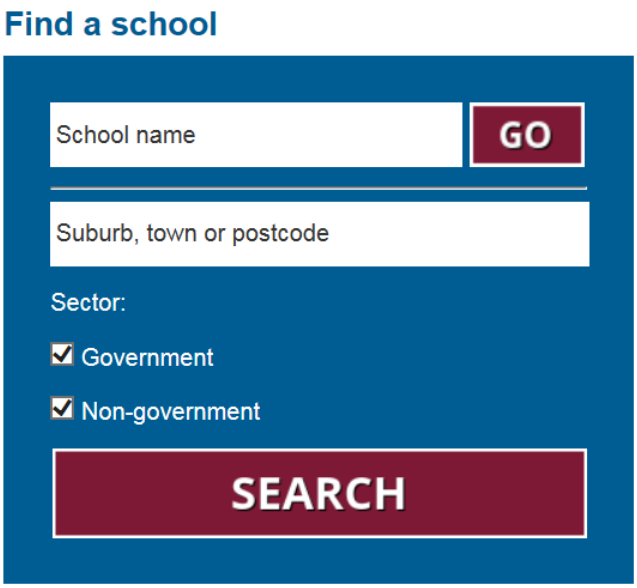
Attendance is an area of continuous focus at ISC. In the 7-12 campus, rolls are marked at least five times per day, ie in every lesson. This is recorded on OneSchool. Students who are not in attendance by 11am trigger a text to parent/carer. This is followed up by phone calls and home visits to secure school attendance.

Attendance for males and females in each year level are recorded and shared every week on parades. There is a strong message in constant communication with students that attendance and learning outcomes are inextricably linked and this resonates with students and families.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**



Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2015**	**2016**	**2017**
Number of students receiving a Senior Statement	128	110	119
Number of students awarded a Queensland Certificate of Individual Achievement.	8	1	9
Number of students receiving an Overall Position (OP)	39	42	40
Percentage of Indigenous students receiving an Overall Position (OP)	8%	10%	21%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	12	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	64	97	110
Number of students awarded an Australian Qualification Framework Certificate II or above.	61	96	110

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2015**	**2016**	**2017**
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	113	108	110
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	82%	97%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	67%	55%	58%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	94%	99%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%	100%	90%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
	Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	5	9	12	9	4
2016	6	9	8	18	1
2017	3	8	12	15	2

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2015	2	57	14
2016	4	94	13
2017	1	110	11

As at 14th February 2018. The above values exclude VISA students.

In 2017 151 students completed the Cert II IMD and 26 completed Cert II SAR. 11 students completed Cert III Fitness.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	**2015**	**2016**	**2017**
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	88%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	90%	79%	69%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
http://www.innisfailsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

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Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Students who left early took one of several pathways. Some moved to another town due to family commitments, some accessed alternative educational pathways such as VPG others pursued either part time or full time employment.

Innisfail State College

Individual Success

Community Pride

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